



**SCHOOL OF SOCIAL WORK**

**SWK 508:41E 80059**

**Social Work Supervision and Administration**

**Tuesday 1:00-4:00 p.m.**

**Fall 2014**

**Mesquite Metroplex Campus**

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**INSTRUCTOR:** Dr. Linda Openshaw  
**OFFICE:** 310 Henderson Hall  
**OFFICE HOURS:** Monday 11-1, Thursday 9:30-4:00  
Mesquite Metroplex Campus Tuesday 11-1  
**OFFICE PHONE:** (903) 468-6095  
**E-MAIL:** Linda.Openshaw@tamuc.edu

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**COURSE DESCRIPTION:**

This practice course provides students with theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations. Special attention is given to empowerment theories and the importance of resource development in underserved rural areas.

**Course Purpose:**

In many cases, advanced generalist practice graduates become administrators at some point in their career. Some are already working in that capacity. Rural agencies often look for people who can fulfill multiple functions, including the ability to provide leadership. One of the job requirements in such agencies may involve supervising line level employees or serving as an administrator in a small, non-profit organization, while at the same time providing direct services to clients.

**GOAL & COMPETENCIES:**

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### **1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:**

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

### **2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:**

C. 2.1 Promote effective social policies to improve quality of service delivery systems and enhance well-being of individuals, families, groups, organizations, and communities (2.1.8)

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

C. 2.4 Develop strategies to address discrimination, reduce disparities, and promote social and economic justice for all populations (2.1.5)

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### **3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:**

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.3 Apply innovative solutions to emerging social and organizational dynamics. (\*\* New AGP Objective)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (\*\* New AGP Objective)

#### **COURSE OBJECTIVES:**

- Objective 1. Students will learn the knowledge and skills needed to provide leadership in social work organizations
- Objective 2. Students will learn how to write a grant/funding proposal for consideration by a governmental or private funding source that targets rural or urban settings
- Objective 3. Students will learn to understand the use of self in supervision including the nature and exercise of power and authority, management of time and stress, and the effects of cultural, racial, economic ability and gender diversity in the supervisory process
- Objective 4. Students will learn how to apply critical thinking skills to administrative practice

#### **STUDENT LEARNING OUTCOMES: Course Goals include a) the knowledge the student will acquire as a result of completing the course, and b) the abilities the student will develop as a result of completing the course include the following:**

Upon completion of this course, the student will:

1. Be able to enumerate and describe various theories of supervision.
2. Be able to enumerate, describe, and critically analyze various theories of administration of human service organizations.
3. Demonstrate skills of direct supervision of human service practitioners and other staff.
4. Demonstrate skills in resource development, program planning, development and operation
5. Be knowledgeable of and able to demonstrate skills in program evaluation and assessment.
6. Demonstrate decision-making, which reflects the internalization of the goals, values and ethics of social work
7. Master basic competencies in written communication, oral communication, and critical thinking at a professional level

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8. Identify issues of diverse populations that require additional knowledge to ensure competency in administrative social work practice

**EPAS CORE COMPETENCIES**-(assignments specify which EPAS competencies are addressed)

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly
- 2.1.2 Apply social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and difference in practice.
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment.
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9 Respond to contexts that shape practice.
- 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups organizations, and communities.

### **Learning Modalities**

- Lecture & guest speakers
- Discussion
- In-class collaboration
- Written papers and projects
- Student presentations

### **Assumptions**

- Students understand the value of the course and are committed to creating the best possible learning opportunity for themselves and their peers.
- Graduate students are different from college students, in that they are more self-directed, responsible and autonomous.
- Three hours of lecture is boring. Class sessions should engage students and provide the opportunity to apply concepts and practice skills.
- Because most class session time will be used for application and practice, students are responsible for reading assigned materials outside of class.

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### RELATIONSHIP TO OTHER COURSES:

This course supports the program relating to agency-based practice. Students are introduced to theories and methods of social work supervision of first line workers as well as more general program administration activities related to executive direction and policy practice. The course complements foundation content relating to organizational theory, and practice with organizations. The course addresses unique aspects of supervision and administration in rural and urbanizing regions. Program development and linking resources are stressed. The course draws from advanced theory about organizations and work groups derived from SWK 507.

### TEXTS:

Kettner, P. M. (2002). Achieving excellence in the management of human service organizations. Boston, MA: Allyn and Bacon.

### GRADING:

Grant Application and Supporting Documentation:	100
Grant Presentation:	50
Personal Supervisory Style Profile:	25
Self Study in Creative Administration :	100
Administrative Research Paper:	100
Examination	100
Class Participation Grade	<u>25</u>
<b>Total</b>	<b>500</b>

### POSSIBLE POINTS

Points	Grade
450-500	A
400-449	B
350-399	C
300-349	D
<300	F

### Rubric's Key-evaluation of how student performance on assignments meet EPAS Standards and Course Learning Objectives

**4=Excellent**

**3=Above Expectations**

**2=Met Expectations**

**1=Expectations were not met**

### OVERVIEW OF ASSIGNMENTS:

#### **1.Personal Supervisory Style Profile (Course Learning Objective 3) (EPAS 2.1.1)**

Students are interview a social work supervisor and complete a Leadership Style profile on the supervisor. The profile outline includes personal style, personal range, and personal adaptability. The student will then compare the supervisor's style that he or she interviewed with the student's own leadership style including style, range and adaptability. Be prepared to discuss the results of your profile in class for feedback and further assessment from fellow students.

Updated version 12.12

## SWK 508: Social Work Supervision and Administration

Three to five pages in length.

Due: September 23

Measurable Behaviors	Rubric=E=4(A)	E=3 (B)	ME=2 (C)	ENM=1 (F)
Course learning objective 3				
EPAS 2.1.1				

### 2. Self Study in Creative Administration Team Project

(Course Learning Objectives 1, 3, 4, 5, 6, 7, and 8) (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

Working individually, identify an actual administrative problem based on your own (or someone else's) current or past experiences. Problems selected should lend themselves to theory-based critique. Examples of suitable problems include:

- High staff turnover in a small non-profit
- Squabbling among partner agencies in a cooperative initiative
- Policies which support discrimination in the work place at a for-profit agency
- Inefficient operation of a community-based organization

Examples of problems, which do not lend themselves to theory-based critique, include:

- A supervisor treated employees rudely
- A co-worker refused to do her/his work

Write a paper using the following outline:

- 1) Description of the problem
- 2) Summary of actions taken to address the problem so far
- 3) Analyze of the effectiveness of actions taken so far
- 4) At least two alternative solutions or options, based on research of literature

Readings used to arrive at alternative solutions may include, but may not be limited to, Kettner and works cited in Kettner. Each student will identify an actual administrative problem (your own or someone else's) or situation from current or past experience. Students must identify how diverse populations will be impacted by the solutions. Students are encouraged to select problems that reflect issues of institutional racism, gender bias, social class, etc.

**Six pages in length.**

Updated version 12.12

**SWK 508: Social Work Supervision and Administration**

**Due: October 7**

<b>Measurable Behaviors</b>	<b>Rubric=E=4(A)</b>	<b>E=3 (B)</b>	<b>ME=2 (C)</b>	<b>ENM=1 (F)</b>
<b>Course learning objective 1-8</b>				
<b>EPAS 2.1.1 &amp; 2.1.10</b>				

**3. Grant Writing and Program Development: Group Project  
(Course Learning Objective 2 & 7) (EPAS 2.1.5 & 2.1.8)**

In groups of two or three students, write a formal grant proposal and submit that request to a public or private granting agency using the format/components in handouts given to you by the instructor. This is an actual grant and the proposal is to address a real health or human service needs in Northeast Texas. It may include a request for personnel, equipment, supplies, purchased services or other resources. The beneficiary is to be an existing agency or other organization, e.g., your field agency, your place of employment, or some other social service organization you feel would benefit if new resources were made available to them. If you don't know of an agency that would appreciate your help, check with your instructor. The length of most grant applications is 10 pages, however some granting agencies have a standardized format for submission, which may dictate the length of the grant proposal.

Students are to provide the instructor with a brief summary of the grant proposal project a minimum of two weeks in advance of the due date. The Instructor will also set aside part of a class session to meet with each group, review their progress, and consult with students regarding progress being made. Each team will give a 20-minute presentation to the class, using members of the class as their "grant review committee," such as those used by most grant-making or public agencies. The presentations will consist of a 15-minute summary of the proposal and five minutes for questions.

**Grant Due: October 21**

**Grant Presentations Due: October 28**

<b>Measurable Behaviors</b>	<b>Rubric=E=4(A)</b>	<b>E=3 (B)</b>	<b>ME=2 (C)</b>	<b>ENM=1 (F)</b>
<b>Course learning objectives 1-7</b>				
<b>EPAS 2.1.5 &amp; 2.1.8</b>				

#### 4. Administrative Research Paper

(Course Learning Objectives 1, 2, 3, 4, 5, 6, 7, & 8) (EPAS 2.1.1-2.1.10)

You may select a topic of interest to you and submit a 15 pages, fully-referenced, research paper and give a 20-minute class presentation on same, using power point, written handouts, video clips or other education aids to communicate the subject fully to your colleagues. The topic must be discussed in advance with the instructor to assure it is relevant to the curriculum in this course. It must address some aspect of populations at risk, social justice, or diversity. Some examples of topics follow:

- Leadership: Nature or nurture? Can people be trained/educated in the abilities required to be an effective leader or are those qualities innate?
- Burnout, fact or fiction? How is it that some people (e.g., Gandhi, Martin Luther King, Mother Teresa) never complained of burnout when they experienced many of the
- Conditions such as poor pay, stress and physical environments those are typically associated with burnout.

Throughout this course, other administrative issues will be raised. One of those might be appropriate for a scholarly research paper. If you have an idea for a paper, discuss it with the Instructor.

#### Research Papers Format

Make sure your papers are original, typed (no hand written papers will be accepted) and double spaced with fresh writing, clear thinking, and lucid arguments. In other words, let your paper be an accurate reflection of you.

Papers must be a minimum of ten pages in length (not including the reference page), fully referenced and must incorporate correct writing style as outlined in the American Psychological Association (APA) Handbook (see Bibliography for reference information). Copies of the APA manual can be purchased at the bookstore or borrowed from the library.

The paper must reflect scholarly research using academic journals and books (a minimum of five such sources must be cited in the body of the paper). Citations from your course texts, the internet, popular magazines or handouts given to you by the instructor are acceptable but should be used sparingly and do not reflect scholarly research. References must be included at the end of the paper. Please note that this is a graduate level course and the expectations are considerably higher than those at an undergraduate level. Research papers are not intended to be creative writing exercises or op-ed pieces. While your opinions are important and will be sought throughout the course, for purposes of this work it is more important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting their strengths and weaknesses, and then to allow the facts presented to persuade the reader as to his/her own conclusions.

Papers are graded as follows:

#### **100 Total Points Possible**

#### **Form – 40% of points possible on assignment**

1. Was it submitted on time?

Maximum 10%



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| 2. Was it the required length?   | Maximum 10% |
| 3. Were spelling and punctuation correct?<br>Was grammar, syntax, etc. okay? | Maximum 10% |
| 4. Were references properly cited?<br>Was the number sufficient?             | Maximum 10% |

**Content - 60% of possible points on assignment**

Was it well written? Was it interesting? Was it original? Was there evidence of scholarly research using professional journals, books, etc.? Was there evidence of thoughtfulness, good analysis, risk-taking? Papers receiving a grade below 70% will not be accepted as meeting the requirements of this assignment.

Maximum 60%

**Date Due: November 18**

**Presentations Due: November 25**

Measurable Behaviors	Rubric=E=4(A)	E=3 (B)	ME=2 (C)	ENM=1 (F)
<b>Course learning objective 1-8</b>				
<b>EPAS 2.1.1-2.1.10</b>				

**5. Final exam: December 2**

Measurable Behaviors	Rubric=E=4(A)	E=3 (B)	ME=2 (C)	ENM=1 (F)
<b>Course learning objectives 2.1.1-2.1.10</b>				
<b>EPAS 2.1.1-2.1.10</b>				

**CLASS ATTENDANCE AND PARTICIPATION:**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

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The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

**ONLINE OR WEB-ENHANCED CLASSES:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

**NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION.** You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

**POLICY ON DUE DATES:** All Assignments due at the beginning of class on the specified due date. Late assignments or e-mailed assignments that come in after class will have points deducted and will not be accepted after 1 week past the due date.

### **POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When

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using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

### **ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

### **CODE OF CONDUCT FOR SOCIAL WORK STUDENTS**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

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### STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

### COURSE SCHEDULE

DATE	TOPIC	
<b>Developing a Theory and Philosophy of Management</b>		
August 26	Introduction to the course Syllabus review Instructor will bring in discussion ideas from Dolgoff and Shulman each week along with the assigned class readings.	Assign work groups for grant paper In class one-page autobiography Personal Leadership Style Tests
September 2 Labor Day Holiday	<b>No Class</b>	Begin reading Kettner and develop grant ideas.
September 9	Perspectives on Excellence in Management Theories and Developing a Theory for the Management of Human Service Organizations <ul style="list-style-type: none"> <li>• Management vs. Administration</li> <li>• Organizational Excellence</li> <li>• Leadership Excellence</li> <li>• Management theory</li> </ul>	Kettner, Ch. 1-2
September 16	No Class	<b>Work on Grant &amp; Personal Supervisory Style Paper</b>
<b>Managing the Organization</b>		
September 23	Understanding the Organization from a Systems Perspective <ul style="list-style-type: none"> <li>• Grant-writing and sources of funding ser</li> <li>• External environment</li> </ul> Internal environment  Using Structure to Facilitate and Support Achievement	Kettner, Chapter3 & 4  <b>Supervisory Style Paper Due</b>

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	<p>of the Agency's Mission</p> <ul style="list-style-type: none"> <li>• Organizational Structure</li> <li>• Boards</li> <li>• Bylaws</li> </ul>	
September 30	<p>Using Job and Work Design Creatively to Achieve Maximum Employee Performance</p> <ul style="list-style-type: none"> <li>• Job and work design</li> <li>• Job responsibilities</li> </ul> <p>Promoting Excellence Through Well-Designed Motivation and Reward Systems</p> <ul style="list-style-type: none"> <li>• Motivational theories</li> <li>• HR Benefits</li> <li>• Enhancing motivation</li> <li>• Burnout</li> </ul>	Kettner, Chapter 5 & 6
<b>Managing Data, Information, and Finances</b>		
October 7	<p>Using Data and Information to Achieve Excellence and Managing Resources to Support Excellence</p> <ul style="list-style-type: none"> <li>• Data/Information</li> <li>• Budgeting</li> <li>• Revenue sources</li> <li>• Resource allocation</li> </ul>	<p>Kettner, Chapters 7-8</p> <p><b>Creative Admin. Assignments Due</b></p>
<b>Managing Human Resources</b>		
October 14	<b>No Class</b>	<b>Work on Grants</b>
October 21	<p>Maximizing Organization Performance through Human Resources Planning</p> <ul style="list-style-type: none"> <li>• Selecting, hiring, and retaining staff</li> <li>• Human resource law</li> <li>• Using Job Analysis as a Basis for Ensuring Consistency within the Human Resources System</li> <li>• Job analysis</li> <li>• Job description</li> <li>• Job announcements</li> </ul>	<p>Kettner, Chapter 9 &amp; 10</p> <p><b>Grants Due</b></p>
October 28	Grant Presentations	<p><b>Grant Presentations</b></p> <p>Work on Research Papers</p>
November 4	<p>Strengthening the Organization through Excellent Recruitment, Selection, and Hiring Practices</p> <ul style="list-style-type: none"> <li>• Recruitment</li> </ul>	Kettner, Chapter 11

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	<ul style="list-style-type: none"> <li>• Selecting</li> <li>• Interviewing</li> <li>• Hiring</li> </ul>	
November 11 <b>Veteran's Day</b>	Maximizing Employee Potential through Staff Training and Development <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Training</li> <li>• Career Development</li> </ul>	Kettner Chapter 12 Work on Research Papers
November 18	Supervision, Performance Appraisal, Rewards, and Termination <ul style="list-style-type: none"> <li>• Functions of supervisor</li> <li>• Ethical Supervision</li> <li>• Corrective hiring</li> <li>• Performance evaluation</li> <li>• Termination</li> </ul> Class Evaluations	Kettner, Chapter 13 <b>Research Papers Due</b> <b>Begin Presentations</b>
November 25	Monitoring and Evaluating Organizational Effectiveness <ul style="list-style-type: none"> <li>• Measuring effectiveness</li> <li>• Outcomes versus outputs</li> <li>• <b>Review for Final Examination</b></li> </ul>	Kettner, Chapter 14 <b>Research Presentations</b>
December 2	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• <b>Last Day of Class</b></li> </ul>	<b>Final Examination</b>

References

**Organizations, Communities: Assessment and Planning:**

- Aaron, Henry J.; Mann, Thomas E.; & Taylor, Timothy. (Eds.). (1994). Values and public policy. Washington, D. C.: The Brookings Institution.
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- Kettner, Peter M.; Moroney, Robert M. & Martin, Lawrence L. (1990). Designing and managing programs: an effectiveness-based approach. Newbury Park, CA: Sage Publications.
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